



### EXHIBIT 3: ASSESSMENT TABLE – GUIDANCE DOCUMENT

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Programs seeking initial or renewal of accreditation with ABPTRFE demonstrate the extent to which they are achieving their mission by completing Exhibit 3: Assessment Table. A program’s **outcomes** are concise statements that flow from and support achievement of the program’s mission and goals through the curriculum offered. Program outcomes reflect the defined area of practice. Program outcomes reflect the specific knowledge, skills, and affective behaviors participants achieve upon completion of educational and patient-care activities (e.g., didactic, clinical/non-clinical, and other curricular activities). Program outcomes are observable, measurable, and focus on learning outcomes rather than curriculum inputs.

ABPTRFE developed companion templates to facilitate the efficiency of programs documenting and tracking continuous improvement efforts to demonstrate quality residency and fellowship education. Below are instructions for completing Exhibit 3: Assessment Table that best communicates the unique aspects of the residency or fellowship program being submitted for review. This example is based on a 12-month program that enrolls four participants in a cohort annually.

Exhibit 3: Assessment Table
Program Name: Orthopaedic Residency
Assessment Year: 2017
Program Mission: Deliver a high quality, consistent, and sustainable residency program that supports the missions of the sponsoring organizations by accelerating the development of PTs from novice to advanced

**Program Name:** provide the name of the residency or fellowship program.

**Assessment Year:** provide the year that reflects the assessment data. If populating this chart in 2018, the program should use 2017 assessment data.

**Program Mission:** provide the program’s mission.

Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)
Provide excellent, evidence-guided patient care. Demonstrate specialist level clinical reasoning and knowledge. Consistently acquire, interpret, integrate, and share best evidence.	<b>All Ortho DRP learning domains:</b> <b>Knowledge areas of orthopaedic practice</b> <b>Professional competencies of orthopaedic PTs:</b> Use of patient-oriented ethics and values in complex clinical decision making Devotion of time and effort to resolve complex problems Professional development Critical inquiry <b>All psychomotor skills of orthopaedic PTs in the patient/client management model</b>	Clinical reasoning Knowledge for specialty practice Professionalism Communication Education Systems-based Patient management	Didactic sessions; APTA ortho section residency curriculum	Written examinations
			Clinical practice; Specialty clinic observation time; Mentored time	Live patient exams
				Residency competency evaluation
			Reflection on clinical question; Self-study and discussion with peers of related evidence	In-service presentations (4)
				Submit abstract for publication/presentation

**Program Outcomes:** list the program outcomes. ABPTRFE recommends that programs establish a reasonable number of outcomes that can consistently be measured year-over-year. Generally, programs may want to focus on monitoring and measuring 6 to 8 program outcomes. **Note:** programs may find that their current participant goals best align with this outcomes section.

**Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations):** list all of the learning domain expectations from the appropriate DRP, DFP, or Approved Analysis of Practice that map to each program outcome.

**Residency Core Competencies:** list all of the core competencies that map to each program outcome (*residency programs only*).

**Didactic, Clinical, or Other Curricular Activities:** identify and list the points in the curriculum that maps to each program outcome.

**Key Indicators:** list the key indicators that are designed to measure ongoing achievement of the program outcomes in support of the mission. Key indicators can be either quantitative or qualitative depending on what data programs determine best communicates achievement of the program outcomes. Key indicators may be duplicated.

- A qualitative indicator describes an accomplishment resulting from significant effort and allocation of resources that cannot be captured numerically. Often qualitative indicators are accompanied by expectations for completing the activity within a certain timeframe and at a high level of quality. Examples include accurate and timely completion of program budget, successful implementation of continuous improvement actions or operational structures, or providing support services that increase participant achievement.
- A quantitative indicator represents numerically the extent to which a goal or outcome is achieved. To communicate accurately the progress that has been made, a baseline must be established for a quantitative indicator. Examples include setting enrollment targets, improving retention and graduation rates, achieving a ranking, certification pass rates, or improving participant satisfaction.

Passing Criteria	Benchmark	Results	Curriculum Improvements Based on Data Collected
75%	85%	88%	
Each resident meets all criteria for intermediate performance and at least 3+ / 5 criteria for specialist performance on final LPE.	5/5 specialist criteria	75% 3 of 4 residents met 5/5 criteria for specialist performance. 1 resident did not achieve 3+ criteria for specialist performance.	Updated policies to require remediation until resident passes required exams; mentors to ID need for earlier remediation if resident not demonstrating progress toward benchmark criteria at midterm and nearing final
Each resident meets level 4 criteria on final evaluation on at least 23 (75%) of 31 performance indicators.	85%	not available for class of 2017	Adding to program requirements for class of 2019
Prepare and present 4 in-services addressing best evidence on relevant clinical topics (100%)	100%	100%	
Submit abstract for publication/presentation	Abstract accepted for publication/presentation	75% 3 of 4 residents submitted and had abstracts submitted (1 state meeting + publication, 2 CSM)	Scheduled monthly (vs. PRN) meetings with research / professional presentation mentor
20 hours participating in clinical research (100%)	100%	100% Class of 2017 activities include: subject recruitment and IRB proposal for functional outcomes study of elite female athletes after ACLr; subject recruitment for LBP intervention study; participation in clinic quality improvement related to ACL examination; study design and subject recruitment for post TKA gait kinematics study; study design and IRB proposal for validation study of landing error scoring system; writing & submitting paper on hip stretching for publication	

**Passing Criteria:** identify the minimum passing criteria for each key indicator.

**Benchmark:** list the benchmark the program is striving to attain that will demonstrate achievement of the program outcome.

**Results:** list the results from the assessment year. If populating this chart in 2018, the program should use 2017 assessment data.

**Curriculum Improvements Based on Data Collected:** list the proposed improvement if the benchmark was not achieved. The program may decide that an improvement is not needed during this assessment year, but that continued monitoring is required.

### Summary

ABPTRFE wants the accreditation process to provide quality and valuable feedback to programs who spend a significant amount of time assuring ongoing quality for participants and in support of residency and fellowship education for physical therapists. These companion documents are not intended to be punitive, but provide programs an opportunity to readily see areas for improvement in support of the mission. Accreditation is not a matter of right or wrong, but a demonstration of ongoing commitment to continuous improvement. Programs that consistently year over year demonstrate declining data results may be asked to provide an action plan for achieving established benchmarks or provide evidence supporting the program's achievement of the mission based on the identified program outcome.

**Exhibit 3: Assessment Table**

**Program Name:** Orthopaedic Residency

**Assessment Year:** 2017

**Program Mission:** Deliver a high quality, consistent, and sustainable residency program that supports the missions of the sponsoring organizations by accelerating the development of PTs from novice to advanced in orthopedic clinical reasoning, knowledge, skill, and professionalism.

Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)	Passing Criteria	Benchmark	Results	Curriculum Improvements Based on Data Collected
Provide excellent, evidence-guided patient care: Demonstrate specialist level clinical reasoning and knowledge. Consistently acquire, interpret, integrate, and share best evidence.	<b>All Ortho DRP learning domains:</b> <b>Knowledge areas of orthopaedic practice</b> <b>Professional competencies of orthopaedic PTs:</b> Use of patient-oriented ethics and values in complex clinical decision making Devotion of time and effort to resolve complex problems Professional development Critical inquiry <b>All psychomotor skills of orthopaedic PTs in the patient/client management model</b>	Clinical reasoning Knowledge for specialty practice Professionalism Communication Education Systems-based Patient management	Didactic sessions; APTA ortho section residency curriculum	Written examinations	75%	85%	88%	
			Clinical practice; Specialty clinic observation time; Mentored time	Live patient exams	Each resident meets all criteria for intermediate performance and at least 3+ / 5 criteria for specialist performance on final LPE.	5/5 specialist criteria	75% 3 of 4 residents met 5/5 criteria for specialist performance. 1 resident did not achieve 3+ criteria for specialist performance.	Updated policies to require remediation until resident passes required exams; mentors to ID need for earlier remediation if resident not demonstrating progress toward benchmark criteria at midterm and nearing final
				Residency competency evaluation	Each resident meets level 4 criteria on final evaluation on at least 23 (75%) of 31 performance indicators.	85%	not available for class of 2017	Adding to program requirements for class of 2019
			Reflection on clinical question; Self-study and discussion with peers of related evidence	In-service presentations (4)	Prepare and present 4 in-services addressing best evidence on relevant clinical topics (100%)	100%	100%	
				Submit abstract for publication/presentation	Submit abstract for publication/presentation	Abstract accepted for publication/presentation	75% 3 of 4 residents submitted and had abstracts submitted (1 state meeting + publication, 2 CSM)	Scheduled monthly (vs. PRN) meetings with research / professional presentation mentor
			Clinical research	Research activity report	20 hours participating in clinical research (100%)	100%	100%	100% Class of 2017 activities include: subject recruitment and IRB proposal for functional outcomes study of elite female athletes after ACLR; subject recruitment for LBP intervention study; participation in clinic quality improvement related to ACL examination; study design and subject recruitment for post TKA gait kinematics study; study design and IRB proposal for validation study of landing error scoring system; writing & submitting paper on hip stretching for publication
Case reflection assignments	Case scenario reflection assignment submissions	Prepare and submit meaningful reflection on 5 separate patient cases (Pass/Fail)	100%	100%				
Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)	Passing Criteria	Benchmark	Results	Curriculum Improvements Based on Data Collected
Demonstrate specialist level decision making and psychomotor skill in manual examination and intervention.	<b>Knowledge areas of orthopaedic practice:</b> Human anatomy and physiology Movement science Pathology / Pathophysiology Pain science <b>All psychomotor skills of orthopaedic PTs in the patient/client management model</b>	Clinical reasoning Knowledge for specialty practice Professionalism Communication Patient management	Manual therapy labs	Practical examination	75%	80%	Class of 2017 manual therapy exam was performed but score was not part of program requirements for this cohort	Adding graded exam to program requirements for class of 2019
			Clinical practice; Mentored time	Live patient exams	3+ / 5 specialist criteria	5/5 specialist criteria	75% 3 of 4 residents met 5/5 criteria	See above
	Residency competency evaluation	Level 4 criteria on movement system examination and reexamination performance indicator		85%	not available for class of 2017	Adding to program requirements for class of 2019		
Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)	Passing Criteria	Benchmark	Results	Curriculum Improvements Based on Data Collected

Add value to the sponsoring organizations. Demonstrate professionalism in communication, instruction, and collaboration.	<b>All professional competencies of orthopaedic PTs</b>	Knowledge for specialty practice Professionalism Communication Education Systems-based	Clinical practice	Residency competency evaluation	Level 4 on communication and education performance indicators	Level 5	not available for class of 2017	Adding to program requirements for class of 2019
			Reflection on clinical question; Self-study and discussion with peers of related evidence	In-service presentations (4)	100%	100%	100%	
			Specialty clinic observation time	Specialty clinic reflection and documentation logs for all required specialty clinic hours	100%	100%	100%	
			Teaching assistant for entry-level DPT course	Submission and meaningful reflection on 2 teaching reflection assignments	100%	100%	100%	
			Clinical or community project	Community or clinical project report	20 hours participating in relevant community or clinical project (100%)	100%	100% Class of 2017 projects include: develop and implement a standardized concussion referral network; create and provide injury prevention education for local girls ice skating program; partner with Catholic Community Services develop a plan to provide PT to homeless at the Weigand Center; and, develop a TKA rehabilitation guide and plan for group TKA rehab classes at SLCVA	
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>
Be prepared to sit for the OCS examination.	<b>All knowledge areas of orthopaedic practice</b> Lifelong learning through pursuit of advanced knowledge, skills, and abilities Professional development Critical inquiry <b>All psychomotor skills of orthopaedic PTs in the patient/client management model</b>	Clinical reasoning Knowledge for specialty practice Patient management	Didactic sessions; APTA ortho section residency curriculum	Written examinations	75%	80%	88%	
			Manual therapy labs	Practical examination	75%	80%	Class of 2017 manual therapy exam was performed but score was not part of program requirements for this cohort	Adding graded exam to program requirements for class of 2019
			Clinical practice; Specialty clinic observation time; Mentored time	Live patient exams	3+/ 5 specialist criteria	5/5 specialist criteria	75% 3 of 4 residents met 5/5 criteria	See above
				Residency competency evaluation	Level 4 criteria on 75% of performance indicators	85%	not available for class of 2017	Adding to program requirements for class of 2019

**Exhibit 3: Assessment Table**

**Name of Program:** Pediatric Residency

**Assessment Year:** 2017

**Program Mission:** To provide post professional training to licensed physical therapists to advance their knowledge, skills in patient/client management, and clinical reasoning to enable them to assume a greater role in the area of pediatric clinical practice: evidence-based practice, leadership, education, administration, and consultation.

Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)	Passing Criteria	Benchmark	Results	Curriculum Improvements Based on Data Collected
Demonstrate advanced skills as a <u>direct service provider</u> or <u>consultant</u> in a variety of practice settings with a variety of patient populations as required in the current Pediatric DSP and DRP.	Foundational, behavioral, and clinical sciences	Knowledge of Pediatric Physical Therapy practice	Educational modules • Assignments – critical article review, HEP, FACT sheet	Written exam (X4)	Passing, 80%	Passing, 90%	average 85-95%	None
	Professional behaviors	Professionalism	Clinical mentoring sessions	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None
		Communication		Competency checklists	Satisfactory completion	Satisfactory completion	Satisfactory completion	None. Developing NICU Competency Checklist.
	Evidence-based practice	Clinical reasoning		Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None
	Patient/Client Management model	Patient management		Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
	Practice settings	Systems-based practice	Shadowing or Observation experiences (school-based, EI, specialty clinic)	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None. Increase exposure in school-based and EI
				Competency checklists	Satisfactory completion	Satisfactory completion	Satisfactory completion	None.
				Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
	Program Outcomes	Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)	Residency Core Competencies	Didactic, Clinical, or Other Curricular Activities	Key Indicators (Method for Measuring Outcomes)	Passing Criteria	Benchmark	Results
Demonstrate advanced skills in <u>clinical reasoning and evidence-based practice</u> to efficiently and effectively provide advanced pediatric physical therapy care.	Foundational, behavioral, and clinical sciences	Knowledge of Pediatric Physical Therapy practice	Assignments – HEP, examination documentation (SOAP)	Completed written assignments and presentations	Passing, 80% on written assignments	Passing, 90% on written assignments	average 85-95%	None
	Evidence-based practice	Clinical reasoning	Case reports (2) for MS and NM modules – written and oral presentation	Written paper and oral presentation	Passing, 80% on written assignments and oral presentation	Passing, 90% on written assignments and oral presentation	average 85-90%	None
	Patient/Client Management model	Patient management	Clinical mentoring sessions	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None

		Communication		Competency checklists	Satisfactory completion	Satisfactory completion	Satisfactory completion	None.
				Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
			Shadowing or Observation experiences (school-based, EI, specialty clinic)	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	Met objectives, satisfactory
				Competency checklists	Satisfactory completion	Satisfactory completion	Satisfactory completion	None
				Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None.
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
				Graduate Outcome Survey	50% of grads participate	100% of grads participate	Waiting for return of survey	None
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>
Demonstrate advanced skills as an <u>educator</u> utilizing appropriate educational strategies that are congruent with the setting and needs of the learner. To effectively deliver content to increase knowledge and skills of caregivers, students, colleagues, and other interdisciplinary care providers.	Foundational, behavioral, and clinical sciences	Knowledge of Pediatric Physical Therapy practice	Lab assistant for DPT students – Pediatric PT	Clinical mentor and Student feedback form	DPT Student feedback form (3)	DPT Student feedback form (3.5)	Overall DPT student feedback was positive 4-5 out of 5: demonstrated knowledge of subject matter, provided anecdotes and/or examples, organized and easy to follow	None
	Patient/Client management model	Clinical reasoning		Teaching evaluation form, Student feedback form	Teaching evaluation form (3)	Teaching evaluation form (3.5)	Average score 3.5. knowledge of material, engaging, good use of examples	None
	Leadership - modeling	Communication		Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior related to education/educator	None



	Education	Professionalism	Guest lecture for DPT students – Pediatric PT	Clinical mentor and Student feedback form	DPT student feedback form (3)	DPT student feedback form (3.5)	Overall DPT student feedback was positive 4-5 out of 5: demonstrated knowledge of subject matter, provided anecdotes and/or examples, organized and easy to follow, material was presented at appropriate level for the audience, provided opportunities for discussion and/or questions.	None
		Education		Teaching evaluation form, Student feedback form	Teaching evaluation form (3)	Teaching evaluation form (3.5)	Average score 3.5. Well organized, knowledge of material, engaging, good use of visuals.	Work on test question development
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior related to education/educator	None
			In-service/Journal club at NCH (X2)	<ul style="list-style-type: none"> <li>Written assignment, Peer review – informal feedback</li> <li>Resident Clinical Skills Performance Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Written assignment (80%), Peer review – informal feedback</li> <li>Satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>Written assignment (90%), Peer review – informal feedback</li> <li>Superior</li> </ul>	Completed 2 inservices or journal clubs at NCH. Lead journal review at NCH-WK and presented case report from musculoskeletal module at NCH-Main	
				Graduate Outcome Survey	50% of grads participate	100% of grads participate	Completed exit survey (100%)	None
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>

Demonstrate advanced skills in <u>research</u> methodology, implementation and dissemination to enable them to contribute to the pediatric physical therapy profession through future publications, presentations, and/or lectures.	Critical inquiry principles and methods	Clinical reasoning	Educational modules (Interpreting and using clinical research) • Assignments – critical article review, journal club	Completed written article review and presentation	• Passing, 80% on written assignments • Successful completion of oral presentation or leading journal club	• Passing, 90% on written assignments • Successful completion of oral presentation or leading journal club	90% on written assignment for module, led group discussion of results and interpretation for clinical practice	None
		Knowledge of Pediatric Physical Therapy practice	• Capstone project – case report/series, systematic review, cohort study	Written paper and oral presentation	• Passing, 80% on written assignments • Successful completion of oral presentation • Submission ready document of capstone project for presentation to CSM, NEXT or APPTAC	• Passing, 80% on written assignments • Successful completion of oral presentation • Submission and acceptance of capstone project for presentation to CSM, NEXT or APPTAC	• 90% on written assignment for module, led group discussion of results and interpretation for clinical practice • Excellent oral presentation • Exceeded allotted time • Re-write of case report currently in progress. Plans to submit abstract for poster presentation at next APPTAC or CSM	None
		Communication		Graduate Outcome Survey	50% of grads participate	100% of grads participate	Completed exit survey (100%)	None
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>
Demonstrate involvement as an <u>advocate</u> for children and families in the at the local, national or global community.	Behavioral sciences	Knowledge of Pediatric Physical Therapy practice	Assignments – HEP, examination documentation (SOAP)	Completed written assignments and presentations	Passing, 80% on written assignments	Passing, 90% on written assignments	average 85-95%	None
	Leadership	Systems-based practice	Clinical mentoring sessions	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None
		Communication		Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None.
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
			Shadowing or Observation experiences (school-based, EI, specialty clinic)	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None
				Live patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None.
				Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None

				Graduate Outcome Survey - contact with other healthcare workers, community agencies, elected officials on behalf of children and families.	50% of grads participate	100% of grads participate	Completed exit survey (100%)	None
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>
Demonstrate involvement in <u>service or leadership</u> in local, state, national or global organizations on behalf of children and families or the physical therapy profession.	Professional behaviors	Knowledge of Pediatric Physical Therapy practice	Written assignments	Completed written assignments and presentations	Passing, 80% on written assignments	Passing, 90% on written assignments	average 85-95%	None
	Leadership	Systems-based practice	Clinical mentoring sessions	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None
		Communication		Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
			Shadowing or Observation	Resident/Mentor Tracking form	Satisfactory completion	Satisfactory completion	Met objectives, satisfactory	None
			experiences (pro bono, community service or	Resident Clinical Skills Performance Evaluation	Satisfactory, >75%	Superior	Satisfactory and superior	None
					Graduate Outcome Survey community service or recreational programs for children with special needs	50% of grads participate	100% of grads participate	Completed exit survey (100%)
<b>Program Outcomes</b>	<b>Relationship to DRP, DFP, or Approved Analysis of Practice (Learning Domain Expectations)</b>	<b>Residency Core Competencies</b>	<b>Didactic, Clinical, or Other Curricular Activities</b>	<b>Key Indicators (Method for Measuring Outcomes)</b>	<b>Passing Criteria</b>	<b>Benchmark</b>	<b>Results</b>	<b>Curriculum Improvements Based on Data Collected</b>
Be prepared to sit for and successfully pass the ABPTS exam for board certification in pediatric physical therapy.	All learning domain expectations from the Pediatric DRP	Knowledge for specialty area	Education modules	Assignments	Satisfactory completion	Satisfactory completion	average 85-95%	None
				Written exam (X4)	Passing, 80%	Passing, 90%	87-92%	None
		Clinical reasoning	Clinical mentoring	Resident/Mentor Tracking form	• Satisfactory completion	• Satisfactory completion	Met objectives, satisfactory	None
		Patient management	Shadowing or Observation experiences (school-based, EI, specialty clinic)	Competency checklists - baby/infant, biomechanics	• Satisfactory completion	• Satisfactory completion	Met objectives, satisfactory	None
				"Live" patient exam (X4)	Satisfactory (2)	Superior (3)	Average above 2, final 2.75	None.
			Resident Clinical Skills Performance Evaluation	Satisfactory, > 75%	Superior	Satisfactory and superior	None	